

Malborough with South Huish Church of England Primary School

Higher Town, Malborough,, Nr Kingsbridge, Devon TQ7 3RN

Inspection dates 29–30 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Attainment has been above national averages in English and mathematics over the last five years.
- Following recent staffing changes, the quality of teaching is now consistently good, with some examples of outstanding practice.
- The executive headteacher leads and manages the school well and has a clear vision for the school's future and ongoing improvement. She has succeeded in motivating all staff to work as a team to improve all aspects of Malborough's work.
- Good progress is made by all pupils, including disabled pupils and those with special educational needs.
- The good support from teaching assistants, especially for the less able pupils, is a strong feature of the school's work.
- Pupils feel 'at home' at school and thrive in this friendly and caring atmosphere. Behaviour is of a good standard and contributes to the whole school ethos at Malborough. Pupils feel safe and well cared for.
- Pupils' positive attitudes in the classroom and excellent relationships with their teachers make a strong contribution to their effective learning in lessons.
- The great majority of parents are supportive of the school and are pleased with the quality of care and teaching their children receive.
- The federation board of governors have provided strong support and focused leadership for the school.
- A wide range of enrichment activities, events and visits extend pupils' learning and enjoyment during their time at Malborough.

It is not yet an outstanding school because

- Despite the school's efforts to improve it, pupils' attendance has been well below average in recent years.
- The outdoor learning environment does not provide sufficient resources to further develop pupils' learning.

Information about this inspection

- All staff were observed teaching. A total of 12 lessons across a range of subjects were seen. Four of these were joint lesson observations undertaken with the executive headteacher.
- The inspector observed the teaching of phonics (letter patterns and the sounds they represent) and heard pupils from Year 1 and Year 2 read.
- Meetings were held with the executive headteacher, groups of pupils, the Head of Teaching and Learning, the special educational needs coordinator, the Chair of the Federation's Governing Body and two other governors.
- A telephone conversation was made to the school improvement officer.
- The inspector looked at a range of evidence which included the school's improvement plan, the school's data for tracking the progress and attainment of individual pupils and specific groups, records relating to behaviour and safety, the school's checks on how well it is doing, and curriculum and lesson plans.
- The inspector also scrutinised the work pupils were doing in their books and spoke to pupils in their lessons and during their free time.
- Parents were spoken to at the beginning and end of the school day and the 16 responses to the online questionnaire (Parent View) were analysed. Responses from 10 staff questionnaires were also considered.

During the inspection, pupils' behaviour was observed, both inside and outside the classroom, and the school's safeguarding procedures were checked.

Inspection team

Mark Anderson, Lead inspector

Additional Inspector

Full report

Information about this school

- Malborough is a smaller than average-sized primary school situated near Salcombe.
- The vast majority of pupils at Malborough come from White British backgrounds.
- Pupils are taught in four mixed-year classes.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, children with a parent in the armed services and pupils known to be eligible for free school meals, is below the national average.
- The proportion of pupils who are disabled or have special educational needs and are supported through school action is in line with the national average.
- The proportion of pupils supported at school action plus or through statements of special educational needs is below the national average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Malborough is a member school of the South Hams Federation, which is made up of four primary schools. All these schools share the same governing body and executive headteacher.
- A privately managed pre-school is located on the school site. This is subject to separate inspection arrangements.

What does the school need to do to improve further?

- Improve pupils' attendance so that it consistently exceeds the national average.
- Develop the outdoor learning environment with a wider range of resources in order that pupils may benefit from a greater variety of outdoor learning activities.

Inspection judgements

The achievement of pupils is good

- During the last five years, attainment at the end of both Key Stage 1 and 2 has exceeded national averages.
- The majority of children join Malborough from the on-site pre-school with skills and understanding that are broadly in line with those expected for their ages. They settle into Reception very quickly and make good progress in their first year at school. The pupils' confidence and cooperation was observed during the inspection as the younger pupils presented their version of 'Goldilocks' to their classmates.
- Pupils' progress made in all subjects throughout Key Stage 1 is good. The mixed year groups mean that the younger pupils are encouraged to keep up with their older classmates.
- Pupils, including the most able, make good progress as they move through Key Stage 2 and high standards were achieved at the end of Year 6 in 2013. Almost every pupil gained Level 4 in both English and mathematics. The percentage of pupils achieving the higher Level 5 was also above the national average.
- Good use is made of the pupil premium funding to provide support and intervention in small group and one-to-one sessions. The small number of pupils who are eligible for the grant or have special educational needs make good progress, in line with their classmates. By the end of Year 6, they achieve similar standards of attainment in English and mathematics to other pupils.
- Reading is central to the school's culture and pupils quickly develop into capable and enthusiastic readers. An effective programme to support the teaching of phonics (the links between letters and sounds) underpins the development of pupils' very good reading skills. In the most recent Year 1 phonics screening check, pupils achieved standards significantly above the national average. By Year 6, pupils read with mature expression and understanding and have a good knowledge of a wide range of authors.
- Pupils learn to write for a variety of purposes and for different audiences, confidently using sophisticated language forms such as similes and metaphors.
- The regular monitoring of each pupil's level of progress and achievement is precise and staff have a good understanding of how each of their pupils is doing. The same tracking system is used by all of the primary schools within the federation. The data are closely analysed to identify any individual or group of pupils who require additional targeted support.
- Almost every parent who completed the on-line survey on Parent View or spoke to the inspector considered that their children are making good progress and achieving well throughout the school.

The quality of teaching is good

- The quality of teaching is consistently good, with some that is outstanding. This profile has improved considerably over the past year due to staffing changes and the sharing of expertise across the federation of schools.
- Teachers consistently ensure pupils work well together to discuss the meaning of words, how to solve problems and how to further improve their work. As a result, pupils develop good social and communication skills, as well as a good understanding and command of language.
- Lessons are almost always calm and well organised, and productive learning takes place.
- Teachers ensure that lessons are well planned and have clear learning goals that are shared with the pupils. They instil a sense of urgency and have high expectations of their pupils' achievement and behaviour.
- Teachers incorporate varied and stimulating strategies and activities into their teaching that

capture their pupils' interest. For example, the Year 6 class were observed completely engrossed in dissecting owl pellets and finding skeletons from a variety of rodents!

- Pupils clearly respect and like their teachers and are keen to produce their best in all areas of the curriculum. They take a real pride in the quality of the presentation of their work. This was reinforced by a detailed scrutiny of the exercise books.
- Through regular progress meetings and accurate monitoring, teachers have a very clear understanding of the level each individual pupil is working at and ensure the work set in English and mathematics is well matched to their abilities. The more able pupils 'rise' successfully to the challenges they are given.
- There is a clear focus on developing the pupils' imaginations and their writing skills and this was seen in a Year 2/3 lesson during which pupils were creating their own mythical story with a wonderful variety of 'fantastical' creatures and heroes. An inspirational lesson was also observed in Year 4/5 when the pupils were producing outstanding fictional pieces of writing based on the 'Just So' stories.
- The daily teaching of phonics is a strength of the school and a love of reading is developed from an early age. As a Year 1 pupil explained to the inspector, 'Phonics is always fun – but you do not spell it with an 'F'!
- The timetable includes regular games sessions and, during the inspection, pupils from Year 2 and 3 embraced with great enthusiasm their sports coaching, which focused on ball skills and spatial awareness. They gained a good understanding of the importance of teamwork while developing their sporting skills.
- The vast majority of parent responses agreed that pupils were well taught and made good progress.
- Books are marked regularly and pupils are given clear guidance regarding the quality of their work and how to make it better through an effective marking system that is in place across the federation.
- The teaching staff function extremely well as a tightly-knit team and are very supportive of each other. Teaching assistants and support staff make a valuable contribution to the pupils' learning. Regular and well-planned intervention sessions are in place and enable pupils who struggle with their work to make similar progress to others and help develop their self-esteem.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They behave well in lessons and during the school day. They demonstrate a desire to learn in all subjects and have very good relationships with their teachers. The pupil group who met with the inspector commented that their teachers were almost always smiling and often laughing!
- Pupils clearly enjoy coming to school. One parent commented, 'My children would come to school seven days a week if they could!'
- Pupils are very polite and are eager to share their many experiences. For example, they talked with tremendous enthusiasm about the presentation by the Barn Owl Trust which involved owls flying around the classrooms.
- All visitors to the classroom, including school inspectors, are routinely greeted by individual pupils who confidently shake hands and introduce themselves and their class, as well as explaining the learning activity taking place.
- Pupils cooperate well together at work and at play. The mixed year groups encourage them to 'team up' together from an early age.
- Older pupils set a good example for the younger children. For example, they lead playground games for the lower year groups and accompany them on the short walk to the village hall and playing field.

- Parents recorded a positive view of behaviour. The great majority of parents who met the inspector or completed the online questionnaire (Parent View) felt that the pupils behave well and that every pupil was valued as an individual.
- The standard of presentation is extremely high in all year groups. The neatness of the work in the pupils' books reflects the care and pride they take.
- Lessons are not disrupted by pupils who slow others' learning. Occasionally, individual pupils do wander off task which does have a negative impact on their own learning.
- Pupils interact well across all age groups, in the classroom and outside. Friendships are secure. The school's relaxed atmosphere means all pupils feel at ease. School records confirm that instances of serious misbehaviour are very uncommon. There have been no pupil exclusions in recent years.
- Historically, attendance has been below average. However, the school is working with families and the school's partners to try and address this issue.
- Pupils are rarely concerned with bullying. 'We don't think anyone bullies here. It is not allowed' and 'We look out for each other' are typical comments. The school's behaviour policies and procedures are clearly understood and consistently applied and this supports Malborough's positive family ethos and reinforces the strong relationships that are in place.

The leadership and management are good

- The executive headteacher provides extremely strong and determined leadership for Malborough and across the federation. The staff and governors work towards the same vision for on-going improvement and are inspirational for all the pupils at Malborough.
- The federation's improvement plan is focused on ambitious and appropriate development goals.
- The positive ethos at Malborough is well supported by the Head of Teaching and Learning, the strong teamwork and high morale of the teachers. Every member of staff is committed to making the school the best it can be and putting in place high academic and behavioural expectations.
- Since the school became a member of the South Hams Federation in 2009, the executive headteacher has worked very closely with the federation's governing body and she has been both challenged and supported.
- Self-evaluation is thorough, honest and reflective and senior leaders are aware of what needs to be done in order to further raise the school's overall effectiveness. This confirms the school's good capacity to improve.
- A robust programme for performance management is in place and has improved the quality of teaching. Teachers' progression on the salary scale is closely related to the quality of their practice and their pupils' progress. The same system is applied consistently across the four primary schools within the federation. Teachers are observed teaching on a regular basis and the quality of their practice is assessed accurately.
- The school's leadership has highlighted the need to enhance and extend the pupils' outdoor learning opportunities within the school environment.
- Leadership is effectively distributed. Each individual member of staff at Malborough has assigned subject and curriculum responsibilities.
- Fully supported and monitored by the school's leaders and governing body, the school makes effective use of the pupil premium funding to support regular small-group and one-to-one work. This enables eligible pupils to achieve as well as their peers.
- Most parents are supportive of what the school offers, although a small minority do not feel that sufficient account is taken of their views.
- Staff questionnaires confirm that all staff hold positive views about their school and its

management.

- Leaders are determined to avoid discrimination and ensure equality of opportunity for all.
- The leadership team regularly checks that all pupils are on track to make good progress from their starting points. Regular pupil progress meetings are scheduled and ensure that staff are accountable for the pupils in their care. The progress of pupils who have special educational needs or who are entitled to the pupil premium is carefully monitored.
- Safeguarding procedures comply with statutory requirements. The school's leaders identify and deal with any concerns relating to child welfare.
- The local authority provides only 'light touch' support to this good school, reflecting its confidence in the way the school is led and managed.
- The curriculum has been enhanced by a wide range of visits and topics which have made their learning more relevant, as well as many 'theme' days, including 'e-safety' and 'Pudsey Day'.
- The new primary school sports funding has been used successfully to enhance resources and extend the PE curriculum. This has increased pupils' participation in sports activities which encourage them to develop healthy and active minds and bodies.
- The curriculum provides extensive opportunities for the development of pupils' spiritual, moral, social and cultural awareness and understanding. These include monthly services at the local Baptist Church, collective worship assemblies and visits to the Exeter Synagogue.

■ **The governance of the school:**

- The federation governors know Malborough well and are regular visitors to the school. The governing body are knowledgeable regarding the school's performance and national data. Governors keep a firm hand on the school budget. They also make sure that pay increases are given when a teacher's performance merits reward. They visit lessons to assure themselves of the quality of teaching and have supported the school through some significant staff appointments which have brought about improvements in the teaching. The governing body consists of skilled and experienced individuals who have demonstrated their commitment to, and ambition for the school. They ensure safeguarding requirements are met. Governors understand the areas for development and work with the school to see the improvement plans through. Governors know how the pupil premium funding is currently allocated and make sure that it benefits those for whom it is intended. Governors have completed the requisite training in order that they have a clear understanding of their individual roles and joint responsibilities.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113399
Local authority	Devon
Inspection number	441393

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair	Jane Greaves
Executive Headteacher	Sue Jezard
Date of previous school inspection	20–21 September 2011
Telephone number	01548 561444
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